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Hints for Teaching Welfare

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State Council of Civil
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Hints for Teaching Welfare

STATE COUNCIL OF CIVIL DEFENSE

EMERGENCY WELFARE SERVICES



Harrisburg, Pennsylvania

1954

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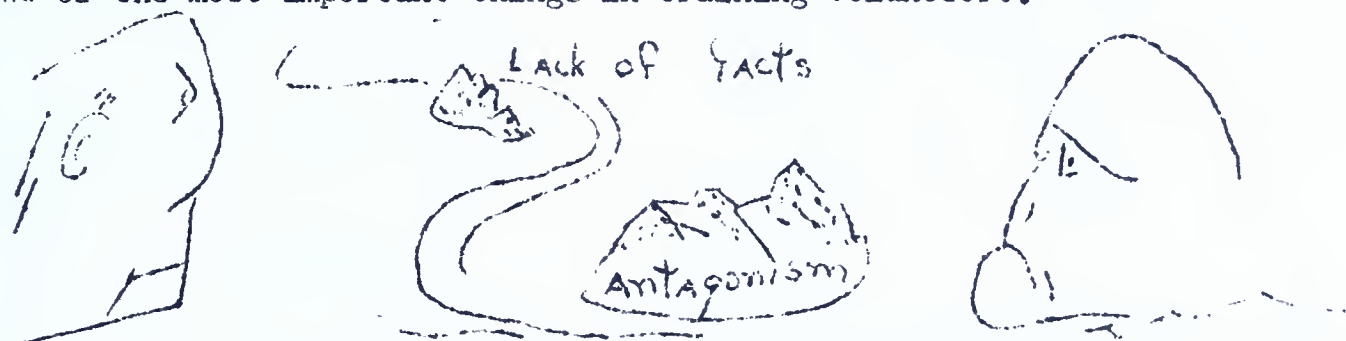
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HINTS FOR TEACHING WELFARE

A successful Emergency Welfare program results when the Welfare Instructor stimulates a desire in each trainee to get something done.



It's not that you have an especially noble nature; you realize that in preparing the agenda and inviting volunteers your name has been associated with the training, and the success or failure of this hoe-down is now a matter of personal concern. Your attitude is so important it can make or break the program. You must promote, encourage, create good will and control as the occasion demands, being careful not to do these things too obviously. Too much supervision ruins Initiative and Ingenuity - two of the most important things in training volunteers.



You are not an "authority" or an "expert." Often individual class members have had more experience than you along some welfare lines. However, remember Training To Be Effective Must Be Consistent. The core of good leadership is your own attitude; and at the bottom of this attitude is the assumption that all the people who have come to take the training are "Good Joes." Obviously they all won't be; some of them will be the foulest of foul balls:



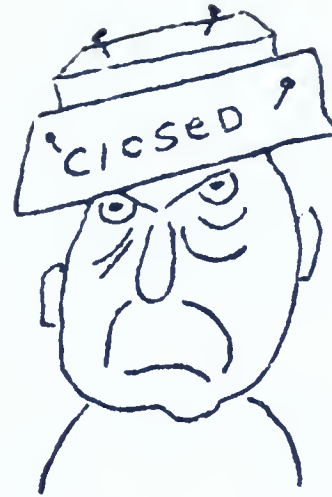
admirers of the man-eating shark,



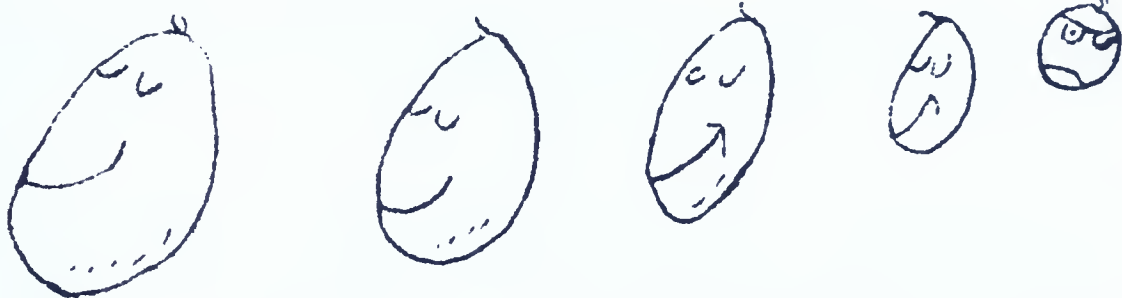
friends of the Japanese beetle,



and open sneerers at Mother's Day-



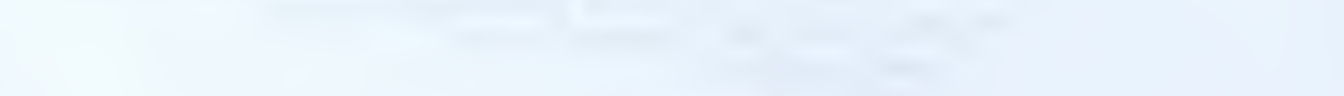
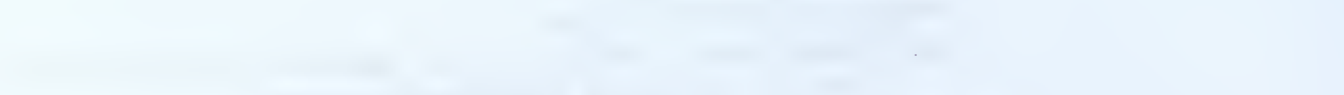
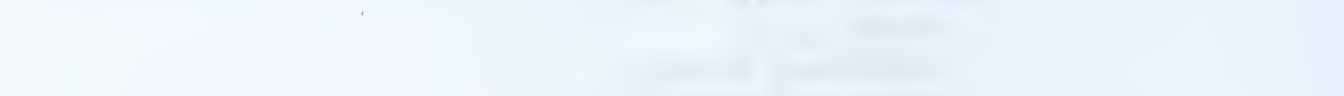
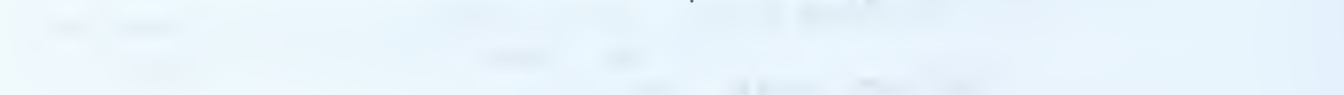
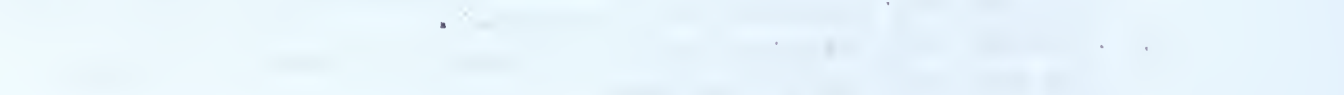
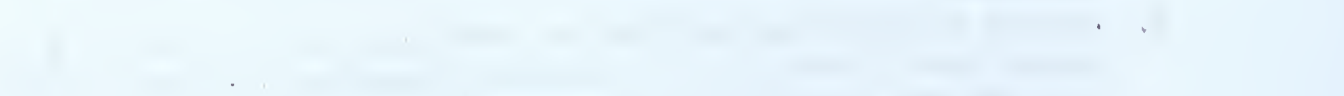
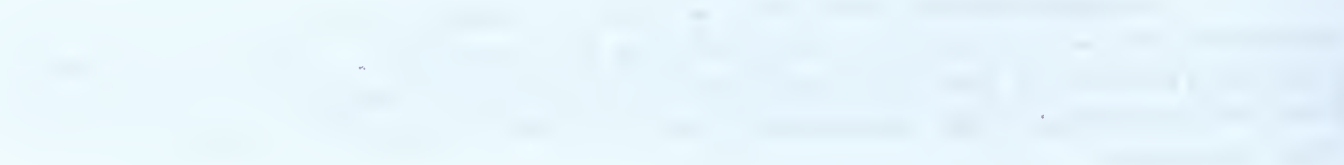
even some with minds as closed as a traffic cop's. Nevertheless, you can get more accomplished by assuming they are all your friends. The fact is, they generally will be.



Accomplishing your goal - that of getting them to do something about welfare - is going to take effort and patience. You can be sure of getting it done if you will remember the following suggestions involving: Your Preparation; Your Approach; Your Subject; Retaining Interest; and Your Summary.

YOUR PREPARATION can do much towards the effectiveness of the training.

1. Schedule the time of training for the convenience of the trainees.
2. Select comfortable facilities according to the size of the group, with provision for adequate lighting, writing tables, blackboard, projector and screen.
3. Prepare registration cards or sheets of paper with space for the following headings:
Name, Address, Phone Number, and Organization Represented.
4. Use visual aids.
 - 16 mm films (Films may be obtained on free loan from the State Council of Civil Defense.)
 - Mass Care Center Models
 - Paper sample
 - Blackboard drawing
 - Cloth sample with tape
 - Cardboard models using either movable small blocks or identifiable cardboard pieces
 - Registration and Inquiry Forms
 - Paper samples
 - Blackboard drawing



5. Use skits.

Interview Technique

Teaching Methods

6. Review subjects to be taught and learn audience needs.

7. Check visual aids to make certain they are in good condition.

YOUR APPROACH is the pre-vue of things to come.

Avoid the type associated with Fibber McGee's closet, with everything pouring out whether needed or not. Your audience is not interested in atom splitting or organizational charts. They want to know one thing: "Why do I need training?" Begin at once by explaining the PURPOSE of the COURSE.

Enlarge on the NEED OF TRAINED LEADERS. Thousands will volunteer following disaster, therefore a trained corps is needed to manage teams. Remember, training prior to disaster can produce automatic service following shock.

Define welfare responsibilities: Feeding, Clothing, Lodging, Registration and Inquiry. Define Mass Care Centers. This defining gets to the heart of the welfare program, helps establish your sincerity at the outset, and tells HOW THEIR EXPERIENCE CAN BE PUT TO USE IN AN EFFECTIVE CIVIL DEFENSE PROGRAM.

Let's have everything clearly understood!



YOUR SUBJECT can be made interesting only by demonstrations.

It is the doing, showing, demonstrating, participating and contributing that counts. Explain the WHAT and WHY of model being used. If your trainees learn How to Manage a Mass Care Center and How to Use Registration and Inquiry Forms they will be convinced you have a practical plan they can put into practice in their own neighborhood. When discussing the subject get everyone into the picture as quickly as possible. Divide the class into small groups for informal discussion. Let them tell how a Mass Care Center should be prepared for necessary services, equipped and staffed. Request each group to report to the class on their solution of a problem. Obtain Mrs. Smith's opinion, then say, "Mrs. Brown, you've had experience in this sort of thing, what do you think of Mrs. Smith's idea?" If someone asks a question, repeat it and turn it over to the group with, "Let's have your thoughts on this." Draw out their ideas, react with respect and appreciation to every idea, but get the important ones stressed by summarizing either with the use of the blackboard or by individual oral assignment.

"I want to get this stuff
out to them."



Mass Care Center Management:

1. Brief audience in the major services required in a Mass Care Center.
2. Divide group into small units for problem solution.
3. Request each unit to complete a sample lay-out of a Mass Care Center and report solution to the group.
4. Distribute completed sample lay-out stressing that it is not the only solution.
5. Discuss necessary staff in a Mass Care Center.
6. Review types of equipment required by obtaining suggestions from the class.
7. Request questions from audience for open discussion.

Registration and Inquiry Forms:

1. Prior to class discussion, select and explain to one member the use of the forms and manner of interviewing to obtain correct information.
2. Discuss purpose of the forms and distribute a copy of each to every class member requesting that they read the instructions for completion of items.
3. Review items on the forms using a blackboard model to demonstrate.
4. Request class to complete their forms as you orally demonstrate their use with the assistance of the initially instructed class member.
5. Review and explain completed forms.
6. Assign sample problems for demonstration.
7. Request another individual to interview you as all class members complete their forms.
8. Proceed with participation of members previously given sample assignments.
9. Review processing of forms, and permit time for discussion.

RETAINING INTEREST can be accomplished only by watching audience reaction and varying techniques accordingly.

Some acceptable methods of preventing cat naps:

1. Ask questions of individual members.
2. Alter arrangement of the Mass Care Center model by discussing problems resulting from a fire, feeding lines, evacuees suffering from shock, etc.
3. Divide class into teams and assign roles as Mass Care Center staff and homeless; or Registration and Inquiry clerks and evacuees.
4. Suggest problems for these teams.
5. Repetition without being boring by assigning a class member the enumeration of the important facts already taught.
6. Give audience an unexpected coffee break or "seventh inning stretch."
7. Schedule the skits immediately following the luncheon period.

"I'll go along with you
on this"



YOUR SUMMARY should be a review of the subject.

Make it BRIEF, COMPREHENSIVE, CLEAR! There may have been moments during the training when you found yourself staring at someone wondering why they ever came; and, you may have seen someone looking at you with a bright new interest as though trying to imagine how you would look under a microscope. Faces are different - reactions too. You probably will not be surprised to find out that no one has a monopoly on either the vices or virtues. The trick is to put the virtues to work by taking advantage of their interest NOW.

Don't let the fish off the hook you've worked so hard to bring to gaff. Tell them the NEXT step to take. Announce the next training session. Ask them to send three or five volunteers to take the training. Assign them to a specific Mass Care Center.

If you've done a good job in "SELLING" the welfare program to your trainees.....You should now have SALESMEN working for you.

"This
batch
hatched"



It isn't enough merely to train this group. You've got to HOLD THEM. It can be done if you give them something to do. Announce the date of the first Mass Care Center Dry-Run in which every trainee is to participate. Then, send your salesmen back to their respective organizations and communities to enlist volunteers for welfare. Ask your salesmen to:

1. Convince the key person (president, civil defense or program chairman) in their club or church of the need for
TRAINED WOMENS WELFARE TEAMS
2. Persuade this key individual to recruit all women members to take training.
3. Schedule training through the County Welfare Chief.
4. Report to you within a month or less on their progress.

NOV, you need: QUALIFIED WELFARE WORKERS to assist in the training of those recruited. You will gain respect if you demand they be qualified before being given an assignment. Select five from those who have received the instruction and ask them to help. Training includes:

- Orientation in Civil Defense
- Mass Care Center Management
- Registration and Inquiry
- Household Fire Fighting
- Emergency Feeding
- First Aid
- Dry-Run Using Mass Care Center Staff
- Dry-Run Using Staff of Two Mass Care Centers

There's a big difference between KNOWING A SUBJECT and TEACHING A SUBJECT. If you now feel qualified as an Instructor....one who can teach others.... you should be able to present a short, ten-minute demonstration on any or all of these subjects:

You have been requested to arrange training for five Catholic parishes. Explain the process of arranging for the session up to the scheduled meeting time.

Assume the social courtesy of introduction to the presiding officer at:

- (a) General Civil Defense Meeting
(Checking personnel and equipment)
- (b) Welfare Training Session
(Checking physical properties)

Responsibilities of Emergency Welfare Services

Purpose of and services in a Mass Care Center

Introduction to Registration and Inquiry Form Demonstration

Demonstrate the supervision of a class in the use of the

Registration and Inquiry Forms

Demonstrate the conclusion of Welfare Instruction

Discuss processing and arrangements for a Mass Care Center demonstration



TRY IT! And, when you're finished.....and, if you got your points across, your listeners should be able to do the same.

Which category are you in....A LEARNER OR A LISTENER?

1. The first part of the report deals with the general situation of the country and the position of the various groups of the population.

2. The second part of the report deals with the economic situation of the country.

3. The third part of the report deals with the social situation of the country.

4. The fourth part of the report deals with the political situation of the country.

5. The fifth part of the report deals with the cultural situation of the country.

6. The sixth part of the report deals with the international situation of the country.

7. The seventh part of the report deals with the future of the country and the role of the various groups of the population.

8. The eighth part of the report deals with the conclusion of the report.

9. The ninth part of the report deals with the appendix of the report.

10. The tenth part of the report deals with the bibliography of the report.

11. The eleventh part of the report deals with the index of the report.

12. The twelfth part of the report deals with the list of the authors of the report.

13. The thirteenth part of the report deals with the list of the titles of the report.

14. The fourteenth part of the report deals with the list of the subjects of the report.

15. The fifteenth part of the report deals with the list of the keywords of the report.

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